

	TERM ONE						TERM TWO									TERM THREE																	
Week	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9						
Unit of inquiry	WHO WE ARE: <i>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human</i> Central Idea The human body relies on interacting systems and external factors. Lines of Inquiry The function of systems of the human body The impacts of external factors on the body systems The interconnection of body systems The impact of personal choices on the body systems Concepts Connection, reflection, function						HOW WE ORGANISE OURSELVES: <i>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on human kind and the environment.</i> Central Idea The exchange of goods and services affects people’s lives Lines of Inquiry How trade works Supply and demand and its relationship with others How values are determined and changed Concepts Connection, Causation, change,						HOW THE WORLD WORKS: <i>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</i> Central Idea Conversion and storage of energy affects communities and their environments Lines of Inquiry Forms and sources of energy Storage and transformation of energy The way energy is used The effect of different forms of energy on our lives Concepts Function, change, responsibility,						HOW WE EXPRESS OURSELVES: <i>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</i> Central Idea People use environments to express their identities and beliefs Lines of Inquiry Design, architecture and sculpture as a reflection of belief and identity How built and natural environments are used for religious and cultural purposes The significance of different built and natural environments in different peoples’ lives Concepts Form, perspective, reflection									WHERE WE ARE: <i>An inquiry into orientation in place and time; the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</i> Central Idea Human migration opportunities. Lines of Inquiry Different perspectives Migration through time Current day migration of individuals Concepts Causation, change,					
Unit linked language experiences Reading	Nonfiction texts related to human body, recipes						Nonfiction texts related to markets & selling						Nonfiction texts related to energy production, storage & use						Nonfiction texts related to culture & religion. Reports on culture & religions									Nonfiction & fiction texts related to culture & religion. Reports on culture & religions http://teacher.schm Read Aloud. Silver Pot					
Unit linked language experiences Writing	Information Report. To classify & describe general classes of phenomena. Info reports on cultures & religions						Factual Recount. To record a series of events in the sequence in which they occurred. Excursion & market recounts						Procedural Recount. To record (orally & in writing) in sequential order the steps taken to achieve a goal / outcome, after doing a procedure. Procedure / Scientific Method for writing up experiments & activities						Explanation. To explain scientifically how technological and natural phenomena come into being. Body systems explanations Procedure. To achieve a goal / outcome through a sequence of events. Recipes, exercise programs									Exposition. To state a case for or against something Discussion. To express a perspective and make evidence. Discuss Personal Response to a text.					
Unit linked language experiences Oral	Students make presentations to class on their selected body systems																		Interviewing family & friends about their cultures & religions									Students write & present through the ages					
Stand alone Language experiences written	Poetry Appreciation Poetry Writing Grammar. Sentence Level. Sentences, conjunctions, direct and indirect						Journal / Diary writing Grammar. Group, Phrase & Word Level. Noun, adjective, noun group, adverbial phrase, verb group, singular,						Review. To summarise / analyse a literary text and assess its appeal and value. Grammar. Word Building & Origins.						Poetry Appreciation Poetry Writing Grammar. Word Level. Pronouns, Verbs, Adverbs. Prepositions,									Revision Grammar. Creative Writing Spelling. Word families					

Stand alone Language experiences Oral					
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